

# Cultural Competency Assessment Tool for Organizations<sup>1/</sup>

**Domains or Performance Areas:** Critical arenas in which cultural competence should be evident or manifest in an organization.

1. **Organizational Values:** An organization's perspective and attitudes regarding the worth and importance of cultural competence, and its commitment to providing cultural competent services.
2. **Governance:** The goal-setting, decision-making and other oversight vehicles the organization uses to help ensure the delivery of culturally competent services.
3. **Planning and Monitoring/Evaluation:** The mechanisms and processes used for:
  - a. Long and short- term policy, programmatic, and operational cultural competence planning that is informed by external and internal service consumers; and
  - b. The systems and activities needed to proactively track and assess an organization's level of cultural competence.
4. **Communication:** The exchange of information between the organization and the population and community served, and internally among staff, committees and board, in ways that promote cultural competence.
5. **Staff development:** An organization's efforts to ensure staff and other service providers have the requisite attitudes, knowledge and skills for delivering culturally competent services.
6. **Organizational Infrastructure:** The organizational resources required to deliver or facilitate delivery of culturally competent services.
7. **Services:** An organization's delivery of facilitation of services in a culturally competent manner

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<sup>1/</sup> Content adapted from U.S. Department of Health and Human Services, Health Resources and Services Administration, (2002). Indicators of Cultural Competence in Health Care Delivery Organizations: An Organizational Cultural Competence Assessment Profile.

## **Focus Areas by Domain**

DOMAIN	FOCUS AREAS
<i>Organizational Values</i>	<ol style="list-style-type: none"> <li>1. Leadership, Investment and Documentation</li> <li>2. Information/Data Relevant to Cultural Competence</li> <li>3. Organizational Flexibility</li> </ol>
<i>Governance</i>	<ol style="list-style-type: none"> <li>1. Community Involvement and Accountability</li> <li>2. Board Development</li> <li>3. Policies</li> </ol>
<i>Planning and Monitoring/Evaluation</i>	<ol style="list-style-type: none"> <li>1. Client, Community and Staff Input</li> <li>2. Plans and Implementation</li> <li>3. Collection and Use of Cultural Competence-Related Information/Data</li> </ol>
<i>Communication</i>	<ol style="list-style-type: none"> <li>1. Understanding of Different Communication Needs and Styles of Client Population</li> <li>2. Culturally Competent Oral Communication</li> <li>3. Culturally Competent Written/Other Communication</li> <li>4. Communication with Community</li> <li>5. Intra-Organizational Communication</li> </ol>
<i>Staff Development</i>	<ol style="list-style-type: none"> <li>1. Training Commitment</li> <li>2. Training Content</li> <li>3. Staff Performance</li> </ol>
<i>Organizational Infrastructure</i>	<ol style="list-style-type: none"> <li>1. Financial/Budgetary</li> <li>2. Staffing</li> <li>3. Technology</li> <li>4. Physical Facility/Environment</li> <li>5. Linkages</li> </ol>
<i>Services</i>	<ol style="list-style-type: none"> <li>1. Participant and Community Input</li> <li>2. Service content and process</li> </ol>

**Indicators of Cultural Competence:** Particular, observable or measurable characteristics of an organization that signify cultural competence.

**DOMAIN # 1 : *Organizational Values***

FOCUS AREA	INDICATORS
<i>Leadership, Investment and Documentation</i>	1. Is there an individual/s at the executive level with responsibility for implementing and monitoring cultural competence plans and initiatives?
	2. Is there a team or staff committee responsible for coordinating cultural competence activities/initiatives?
	3. Is funding allocated for cultural competence activities/initiatives?
	4. Does the mission statement address cultural competence?
	5. Does the strategic plan address cultural competence including a cultural competence development plan?
	6. Do program plans address cultural competence?
	7. Is the staff aware and accept content of relevant plans?
	8. Are participants and community aware of relevant plan content?
	9. Is the organization's commitment to cultural competence documented in relevant documents and materials?

FOCUS AREA	INDICATORS
<i>Information/Data Relevant to Cultural Competence</i>	10. Are there mechanisms for collection of cultural competence-related information/data (participant and population level)?
	11. Are there mechanisms for appropriate dissemination of cultural competence-related information/data?
	12. Does the organization conduct regular self-assessment regarding cultural competence?
	13. Does the organization require/facilitate regular individual provider assessments regarding cultural competence?
	14. Does the organization obtain participant and community-level cultural competence-related information?
	15. Does the organization conduct regular community needs assessments?
	16. Does the organization evaluate cultural competence-related activities/initiatives?
<i>Organizational Flexibility</i>	17. Is there flow and feedback of cultural competence-related information/data for use in policy, program, operations, and service planning and implementation?
	18. Has the organization incorporated systematic and ongoing examination and use of information/data relevant to cultural competence?
	19. Are administrative and service delivery adaptations tailored to the population in service area, including adaptations to improve access to services?

## DOMAIN # 2: *Governance*

FOCUS AREA	INDICATORS
<i>Community Involvement and Accountability</i>	1. Is there a diverse governing body or policy influencing group, with representatives from population and community served?
	2. Is there a community advisory committee/s or similar structure representative of population and community served?
	3. Does the organization monitor the retention rate of community members on governing body and advisory committees?
<i>Board Development</i>	4. Is there an ongoing education process of the governing board regarding cultural competence?
<i>Policies</i>	5. Are there formal cultural competence-related policies regarding: <ul style="list-style-type: none"> <li>a. Personnel recruitment and retention</li> <li>b. Training/staff development</li> <li>c. Language access/communication</li> <li>d. Cultural competence-related satisfaction, complaints and grievances?</li> <li>e. Community and participant input?</li> </ul>

### DOMAIN # 3: *Planning and Monitoring/Evaluation*

FOCUS AREA	INDICATORS
<i>Participant, Community, and Staff Input</i>	1. Are community members that represent the population served included on relevant planning committees?
	2. Are community members that represent the population served included in monitoring/review committees?
	3. Is there a process for obtaining participant/community input in the development of cultural competence-related plans?
	4. Is there a process for obtaining participant/community input in cultural competence-related monitoring and evaluation?
	5. Is there a process for capturing the consumer's level of participation and satisfaction regarding cultural competence-related planning?
	6. Is there a process for capturing the staff's level of participation and satisfaction regarding cultural competence-related planning?
<i>Plans and Implementation</i>	7. Are there planning documents, including fiscal plan, addressing cultural competence issues?
<i>Collection and Use of Cultural Competence-Related Information/Data</i>  <i>(May include ethnic/racial demographics, client language preference, epidemiological data related to various cultural</i>	8. Are there data sources and systems that support proactive cultural competence planning at all levels (policy, program, operations, and prevention services)?
	9. Are there resources and capacities to collect/manage/report cultural competence-related information/data?
	10. Does the organization use community and participant cultural competence-related information/data in planning (policy, program, operations, prevention services)?

FOCUS AREA	INDICATORS
<i>groups served, community needs assessment, etc.)</i>	11. Does the organization monitor and evaluate implementation and results of cultural competence plans/activities/initiatives as part of quality improvement activities?
	12. Is cultural competence-related data timely and accurate?
	13. Are there monitoring and evaluation reports related to cultural competence?

#### DOMAIN # 4: *Communication*

FOCUS AREA	INDICATORS
<i>Understanding of Different Communication Needs and Styles of Participant Population</i>	1. Is there a system for informing participants of the right to free interpretation/translation services?
	2. Is there a system for the identification and recording of the participants and target population's language preferences, levels of proficiency, and literacy levels?
	3. Is there a system to access trained interpreters?
	4. Are there curricula and training for interpreters and staff?
	5. Is there a fixed point of administrative responsibility for cross-cultural communications support system?
	6. Is there a process for staff training regarding cross-cultural communication?

FOCUS AREA	INDICATORS
	7. Is there a process for monitoring and evaluating cultural competence in organizational and provider communications?
	8. Are there special communication initiatives?
	9. Does staff demonstrate/apply effective communication styles with diverse groups?
<i>Culturally Competent Oral Communication</i>	10. Are there mechanisms for providing access to trained interpreters?
	11. Are there trained bilingual staff?
	12. Are there protocols in place for when and how to elicit sensitive information from clients?
	13. Is there a policy that minimizes the use of family members as interpreters?
	14. Is there training and testing of interpreters of bilingual staff?
	15. Is there training on use of interpreters?
	16. Are languages/dialects of community available at point of first contact and at all levels of interaction?
	17. Does the organization monitor the extent and use of and timeliness of interpretation services?
	18. Does the organization assess the participant's understanding of interpreted materials?



FOCUS AREA	INDICATORS
<i>Culturally Competent Written/Other Communication</i>	19. Is there a set of criteria for assessing capability of vendors that translate materials?
	20. Does the organization use a quality review mechanism to ensure that translated materials convey the intended meaning?
	21. Is the organization engaged in culturally appropriate dissemination of written/other materials?
	22. Does the organization have signage, administrative documents, prevention materials and all key written/other materials in language of the target population?
	23. Are written/other materials appropriate to literacy level of population served?
	24. Is there a process to capture clients understanding of written/other materials?
<i>Communication with Community</i>	25. Are there mechanisms for systematic ongoing communication with the community?
	26. Does the organization engage itself in two-way communication with participants and target community?
<i>Intra-Organizational Communication</i>	27. Are there policies, workplace design and mechanisms in place to promote integration of staff of various backgrounds?
	28. Is there a process to promote effective communication among diverse staff?

## DOMAIN # 5: *Staff Development*

FOCUS AREA	INDICATORS
<i>Training Commitment</i>	1. Does the organization have a training plan for staff development in cultural competence?
	2. Is training in cultural competence linked to quality improvement efforts (as core competency)?
	3. Does the organization provide basic/initial and periodic cultural competence training for all staff?
	4. Does the organization incorporate cultural competence training into overall staff training activities?
	5. Is consultation provided on cultural competence upon request?
	6. Does the organization provide regular opportunities for staff to interact with the community?
	7. Does the organization conduct regular monitoring and periodic evaluations of cultural competency training efforts?
	8. Does the organization disseminate information on staff training opportunities and policies?
	9. Does the organization invest (monetary and other) in cultural competency training?

FOCUS AREA	INDICATORS
	10. Does all staff complete basic/initial and periodic cultural competency training?
<i>Training Content</i>	11. Do the cultural competence curricula address cultural competence-related knowledge, skills, and attitudes (as generally applicable and as related to specific relevant groups)?
	12. Is the cultural competence training particularized to the roles of persons trained (e.g. prevention specialists, administrative staff, evaluators, administrators)?
	13. Does the organization assess the cultural competence training needs of staff?
	14. Does the organization obtain community input regarding staff training?
	15. Does the organization assess the quality of staff training in cultural competence?
	16. Does the staff demonstrate cultural competence in knowledge, skills, attitudes, and behaviors (as generally applicable and as related to specific relevant groups)?
<i>Staff Performance</i>	17. Is cultural competence part of the job?
	18. Does the organization have an incentive system (individual and team) for cultural competence behaviors/activities?
	19. Does the organization assess staff performance regarding cultural competence?

FOCUS AREA	INDICATORS
	20. Are staff performance evaluations conducted in a culturally competent manner?
	21. Does the organization capture staff performance (including self-efficacy) in application of cultural competence principles/practices?

#### DOMAIN # 6: *Organizational Infrastructure*

FOCUS AREA	INDICATORS
<i>Financial/ Budgetary</i>	1. Is there a person designated to monitor the need for additional resources or funding?
	2. Is there a process for enhancing resources related to cultural competence (e.g. grant writing, fundraising activities)
	3. Is there documented record of overall budgetary allocation and investment in cultural competence activities, aligned with the strategic plan?
<i>Staffing</i>	4. Is there a plan for recruitment, retention, and promotion of staff representative of the target population?
	5. Is there a person responsible for cultural competence implementation activities?

FOCUS AREA	INDICATORS
	6. Is there staff to facilitate participant and community outreach and communication?
	7. Are there active initiatives for promotion and retention of culturally diverse workforce?
	8. Is there a process for assessing the quality and cultural competence of relevant contractors and vendors?
	9. Is there diverse staff at all levels?
	10. Are there community liaisons (e.g., community workers, cultural brokers)?
<i>Technology</i>	11. Is there an Information System that includes and tracks cultural competence-related information on target population and participants served?
<i>Technology</i> <i>(Continued)</i>	12. Does technology facilitate communication between key stakeholders and providers?
	13. Is staff trained to use, collect, and input data into the organization's information system in a consistent, standardized way?
<i>Physical facility/environment</i>	14. Is the environment culturally inviting and helpful (e.g., décor, color coding, literature posters)?

FOCUS AREA	INDICATORS
<i>Linkages</i>	15. Are there formal and informal alliances/linkages with community and other partners to address cultural competence issues?
	16. Is there formal internal coordination to facilitate delivery of cultural competent services?
	17. Does the organization obtain and consider information on cultural competence for referral sources and partnering organizations?
	18. Is there documented evidence of appropriate use of/ referral to partners/alliance members?

#### DOMAIN # 7: *Services*

FOCUS AREA	INDICATORS
<i>Participant and Community Input</i>	1. Are there policies regarding participant and community input on service planning, implementation and evaluation?
	2. Does the organization obtain participant input on program planning and implementation?
	3. Does the organization obtain community input regarding community-level services/interventions?

FOCUS AREA	INDICATORS
<i>Service Planning</i>	4. Are there guidelines and tools to elicit demographic and other factors relevant to the target problem?
	5. Is detailed data regarding culture/language/needs and assets on target population and community, available?
	6. Is there a systematic process to identify community beliefs, practices and culture-related factors?
	7. Is there evidence of provider compliance with assessment and planning guidelines related to cultural competence?
	8. Is there a focused implementation plan reflecting cultural competence-related factors?
<i>Service Implementation</i>	9. Does the organization have guidelines and a service framework that account for differences related to culture?
	10. Does the organization make accommodations for and integrate participants' and community's beliefs and practices in services provided?
	11. Does the organization provide participant- and population-level education around issues that are specifically relevant to the community?
	12. Does the organization regularly assess service processes and outcomes related to ethnic/cultural/language groups as part of quality monitoring and improvement program?

FOCUS AREA	INDICATORS
	13. Do written and oral instructions reflect cultural competence?
	14. Is outreach to target population tailored to cultural groups?
	15. Do service implementation reports include cultural competent-relevant information?